

**For all M.Sc. / M.A. / M.P.A. / M.F.A / Programs
(Based on UGC – Learning Outcomes-Based Curriculum Framework)**

**University of Hyderabad
School of Medical Sciences
Centre for Health Psychology
(Department / Centre wise in case of Schools having more than one Department)**

Vision Statement:

The Centre for Health Psychology at the University of Hyderabad aspires to be a **connoisseur in Psychology**, where the students, research scholars, and faculty are to engage in excellent teaching, research, extension services, and collaboration to make significant contributions to the theory and practice of Psychology and to produce competent professionals who serve the society for the promotion of health and well-being.

Mission Statements: (3 to 4)

MS-1: To maintain high quality teaching-learning process

MS-2: To maintain a balance between the theoretical and practical aspects of Psychology

MS-3: To mentor and provide scientific and professional skill training

MS-4: To conduct cutting-edge research in emerging areas of Psychology

Centre for Health Psychology

Name of the Academic Program: Postgraduate (I.M.Sc. Health Psychology)

Qualification Descriptors (QDs)

The student graduating with the Degree M.Sc. Health Psychology should be able to

QD-1: Demonstrate a fundamental understanding of the field of Health Psychology and its major related areas as;

QD-2: Demonstrate comprehensive knowledge about the key theories, their applications, and interventions;

QD-3: Apply knowledge, understanding, and skills of psychological testing;

QD-4: Apply knowledge, understanding, and skills of psychological counselling and psychotherapies for enhancing health and well-being;

QD-5: Apply knowledge, understanding, and skills of research methodology and statistics in contemporary psychological research;

QD-6: Develop the skills of a competent professional psychologist.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	3	1	1
QD-2	3	3	1	2
QD-3	3	3	3	2
QD-4	3	3	3	2
QD-5	3	3	3	3
QD-6	3	3	3	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Name of the School / Department / Centre

Name of the Academic Program: Postgraduate (I.M.Sc. Health Psychology)

Program Learning Outcomes (PLOs) (10 to 12)

The student graduating with the Degree M.Sc. Health Psychology should be able to

PLO-1: Demonstrate an understanding of the key concepts, theories, and areas of health Psychology;

PLO-2: Demonstrate an understanding of the application of the principles of Psychology in maintaining and promoting health and well-being;

PLO-3: Practice the skill of effective team work;

PLO-4: Demonstrate an understanding of the relevance of ethics in Psychology;

PLO-5: Practice the skill of psychological testing and reporting;

PLO-6: Use of innovative psychological interventions in the context of illness and wellness;

PLO-7: Design basic quantitative and qualitative research in Psychology;

PLO-8: Analyze the empirical data using statistics and qualitative data analysis techniques;

PLO-9: Demonstrate effective communication and presentation skills;

PLO-10: Plan to pursue higher study or professional career in Psychology.

**Mapping of Program Learning Outcomes (PLOs)
with Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5	QD-6
PLO-1	3	3	3	3	1	2
PLO-2	3	3	3	3	1	3
PLO-3	3	3	3	3	3	3
PLO-4	3	3	3	3	3	3
PLO-5	3	3	3	3	3	3
PLO-6	3	3	3	3	3	3
PLO-7	3	3	3	3	3	1
PLO-8	3	3	3	3	3	1
PLO-9	3	3	3	3	2	3
PLO-10	3	3	3	3	3	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 101

L-T-P: L and T

Title of the Course: Introduction to Psychology

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have introductory knowledge in basic concepts of Psychology

Course objectives

The course provides an introduction to the Psychological processes underlying human behavior. The students will understand the meaning and scope of Psychology. They examine its relation to other subjects from pure sciences, social sciences, arts, humanities and technology. They will get an overview of various theoretical and applied branches of Psychology, and the methods of study in Psychology. The course provides knowledge to the student about schools of Psychology as well as outlines the concepts of Indian Psychology. The meaning of Health Psychology, relation between psychology and health, and importance of biopsychosocial perspective are explained. The holistic Indian perspective of health is summarized.

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Describe what is Psychology and examine how it is an integral part of any other subject related to sciences, arts and humanities.

CLO-2: Explain the scope of Psychology and interpret its diversity in terms of theoretical and applied branches

CLO-3: Describe the scientific methods used in Psychology for studying the behaviour, experiences and mental processes

CLO-4: Explain important Schools of Psychology, classical theoretical interpretations, as well as Indian Psychology

CLO-5: Compare the differences between important theoretical perspectives and interpret the principles

CLO-6: Outline meaning and scope of Health Psychology, relate Psychology and health, and summarize biopsychosocial perspective to health

CLO-7: Summarize the Indian perspective to holistic health

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	2	3
CLO2	3	3	3	3	1	1	1	3	2	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	1	1	3	3	3

CLO5	3	3	3	3	2	1	1	3	2	3
CLO6	3	3	3	3	1	1	1	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3

Detailed Syllabus

Unit-1 Introduction

- 1.1 Meaning
- 1.2 Definition
- 1.3 Relation to other subjects
- 1.4 Scope
- 1.5 Branches and applications

Unit-2 Methods of study in Psychology

- 2.1 Experiment
- 2.2 Objective Observation
- 2.3 Introspection
- 2.4 Case Study
- 2.5 Survey
- 2.6 Correlational method
- 2.7 Longitudinal method
- 2.8 Cross sectional Studies

Unit-3 Theoretical Foundations

- 3.1 Psychoanalysis
- 3.2 Behaviourism
- 3.3 Humanism
- 3.4 Gestalt Psychology
- 3.5 Indian Psychology

Unit-4 Introduction to Health Psychology

- 4.1 Definition of Health and Health Psychology
- 4.2 Role of Psychology in the field of Health
- 4.3 Biopsychosocial approach to health
- 4.4 Indian perspective of health and wellbeing

Textbooks

1. Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education.
2. Ciccarelli, S. K., Meyer, G.E. (2008). *Psychology: South Asian Edition*, New Delhi, Pearson.
3. Feldman, R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.
4. Morgan C.T. (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology (7th Ed)*,. New Delhi: Tata McGraw Hill.

References

- Dalal, A.K., & Misra, G. (2002). *New Directions in Indian Psychology*. New Delhi: Sage Publications.
- Fernald, L.D., & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.
- Parameswaran, E.G., Beena, C (2001). *An Invitation to Psychology*. Hyderabad: Neelkamal Publications.
- Psychology : Textbook for Class XI. (Latest Ed.) NCERT: New Delhi
- Rao, K.R., Paranjpe, C.A., & Dalal, A.K (2008). *Handbook of Indian Psychology*: Cambridge University press
- Smith, E.E., Nolen – Hoeksema, S., Fredrickson, B.N., & Loftus, G.R., (2003). Atkinson & Hilgard's *Introduction to Psychology (14th Ed)*. New Delhi: Cengage learning India Pvt. Ltd.
- Spencer, A. R. (2002) *Psychology in the new Millennium, (8th Ed.)*. New York: Harcourt College Publishers
- Taylor, S.E. (2005) *Health Psychology (6th Ed)* Boston: McGraw Hill
- Wade, C., & Tavis, C., (2006). *Psychology (8th Ed)*. Delhi: Pearson Education Inc.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 102

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Introduction to Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Introduction to Psychology;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester I

1. Whole vs Part Learning
2. Word Association Test
3. Biofeedback
4. Observational Study

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: 151

L-T-P: L and T

Title of the Course: Cognitive, Conative, and Affective Processes

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have done Introductory course in Psychology and have an understanding of fundamental concepts, theories, and methods in psychology.

Course objectives

The course provides an overview of the processes underlying the cognitive, conative, and affective components in human behavior. It describes the importance of sensations and attention in human behavior. The students will understand the structural and functional aspects of sensations and their contribution to the attentional processes. They will examine core theories of learning which explain the behavior thus explaining a few cognitive processes.

Conative aspect of behaviour involving motivation is examined by the students, through important theories, and the types of motivation. A comprehensive understanding of the role of affective processes in human behavior through an insight into the physiology and psychology of emotions and the theories will be provided.

Thus, a bird's eye view of different components underlying human behavior is portrayed through the explanation of cognitive, conative, and affective processes.

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Discuss the role and importance of cognitive, conative, and affective aspects in the functioning of an individual.

CLO-2: Examine the role of sensory organs and sensations in human behaviour and functioning.

CLO-3: Explain the functions of sensations in association with the processes of attention and interpret the dynamics underlying attention.

CLO-4: Describe the theoretical perspectives, principles, and factors in the process of learning.

CLO-5: Summarize the importance of the motivational theories and the types of motivation

CLO-6: Explain the affective component of human behavior, physiological and psychological aspects of emotions and theories of emotions.

CLO-7: Synthesize the understanding about the cognitive, conative, and affective processes involved in human behavior, mental processes, and their application.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	1	2	1	1	3	3	3
CLO2	3	3	2	1	1	1	1	3	3	3
CLO3	1	3	2	1	3	2	1	3	3	3
CLO4	3	2	2	2	3	3	1	3	3	3
CLO5	1	3	3	2	3	2	1	3	3	3
CLO6	1	3	3	2	3	2	1	3	3	3
CLO7	3	3	3	2	2	2	1	3	3	3

Detailed Syllabus

Unit-1 Cognition and Components: Sensation and Attention

1.1 Sensations

- 1.1.1 Structure of Eye
- 1.1.2 Theories of Vision
- 1.1.3 Structure of Ear
- 1.1.4 Theories of Hearing
- 1.1.5 Olfactory Sensations
- 1.1.6 Gustatory Sensations
- 1.1.7 Tactile Sensations
- 1.1.8 Kinaesthetic Sensations

1.2. Attention

- 1.2.1 Determinants of Attention
- 1.2.2 Division of Attention
- 1.2.3 Distraction of Attention
- 1.2.4 Span of Attention

Unit-2 Learning

2.1 Theories of Learning

- 2.1.1 Classical Conditioning
- 2.1.2 Operant Conditioning
- 2.1.3 Insightful Learning
- 2.1.4 Social Learning

2.2 Principles & Factors affecting Learning

Unit-3 Motivation

- 3.1 Definition
- 3.2 Types
- 3.3 Theories
 - 3.3.1 Drive reduction
 - 3.3.2 Homeostasis
 - 3.3.3 Optimum arousal
 - 3.3.4 Need hierarchy (Maslow)

Unit-4 Emotions

4.1 Definition

4.2 Psychology and Physiology of Emotions

4.3 Theories

4.3.1 James Lange

4.3.2 Canon-Bard

4.3.3 Schachter-Singer

4.3.4 Lazarus

4.3.5 Plutchik

Textbooks

1. Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology (7th Ed)*,. New Delhi: Tata McGraw Hill.
2. Nolen-Hoeksema, S. Barbara L. Fredrickson, Geoff R. Loftus and Willem A. Wagenaar (2009). *Atkinson & Hilgard's introduction to psychology (15th Ed)* Cengage Learning
3. Kalat, J.W. (2008) *Introduction to Psychology (8th Ed)* Thomson Wadsworth

References

Baron, R.A. , (2001). *Psychology*. New Delhi: Pearson Education.

Ciccarelli, S.K., Meyer, G.E. (2008). *Psychology: South Asian Edition*, New Delhi, Pearson

Feldman, .R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.

Fernald. L.D, & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.

Galotti, K.N., (2004). *Cognitive Psychology: In and Out of the laboratory (3rd Ed)*. Delhi: Wads worth

Martin, G.N., Neil R. Carlson, N.R., Buskist, W. (2010). *Psychology* (4th Ed) Pearson

Solso, R.L. (2001). *Cognitive Psychology (6th Ed.)*. New Delhi: Pearson Education Inc.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 152

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Cognitive, Conative Affective Processes. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Cognitive, Conative Affective Processes;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester II

1. Span of Attention
2. Weight Discrimination
3. Trial and Error Learning
4. Stroop Test

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code:HP201

L-T-P: L and T

Title of the Course: Cognitive Psychology

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have prior knowledge of fundamental concepts, theories, and methods in psychology.

Course objectives

The course introduces the basic of human cognition, a field of study that includes perception, memory, thinking, and intelligence. Students will be acquainted with nature, methods and factors related to cognitive psychology (perception, thinking, memory, & intelligence). The students will gain an understanding of the principles and theories related to cognitive psychology. Students will also explore the experimental findings related to cognitive psychology.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Demonstrate an understanding of the definition and scope of cognitive psychology.

CLO-2 Demonstrate an understanding of the important theories related to cognitive psychology.

CLO-3: Demonstrate comprehensive understanding of perception, memory and their processes.

CLO-4: Demonstrate an understanding of skills to improve memory.

CLO-5: Demonstrate an understanding on how intelligence can be measured.

CLO-6: Explain thinking and its relation with human behaviour .

CLO-7: Analyse some of the broader implications of cognitive psychology research in individual and society.

CLO-8: Illustrate the various theories and factors related to intelligence.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
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CLO1	3	3	3	3	1	1	1	3	2	3
CLO2	3	3	3	3	1	1	1	3	2	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	1	1	3	3	3
CLO5	3	3	3	3	2	1	1	3	2	3
CLO6	3	3	3	3	1	1	1	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3
CLO8	3	3	3	3	1	1	1	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Perception

- 1.1 Definition of perception
- 1.2 Principles of perception
- 1.3 Depth Perception
- 1.4 Monocular and Binocular Cues
- 1.5 Perceptual Constancies: Size, Shape, and Color
- 1.6. Extra Sensory Perception
- 1.7 Perceptual Distortions

Unit 2: Memory and Forgetting

- 2.1 Memory: Stages (Atkinson-Shiffrin Model)
- 2.2 Levels of Processing
- 2.3 Types of Memory: Implicit & Explicit
- 2.4 Forgetting: Theories of Forgetting
- 2.5 Improving Memory.

Unit 3: Thinking and Concept Formation

- 3.1 Thinking: Types
- 3.2 Nature of Concepts
- 3.3 Problem Solving: Methods and Factors
- 3.4 Reasoning: Deductive and Inductive Methods
- 3.5 Creativity

Unit 4: Intelligence:

- 4.1 Definition of Intelligence
- 4.2 Theories of Intelligence

4.3 Determinants of Intelligence

4.4 Measurement of Intelligence

4.5 Product and Process oriented

Textbooks

1. Ciccarelli, S. & White, N.J. (2017). *Psychology* (5th Ed.) Pearson Education.
2. Solso, R. L. (2004). *Cognitive Psychology* (6th Edition). Pearson Education: New Delhi.
3. Plotnik, R. , Kouyoumdjian, H. (2011).). *Introduction to Psychology (9th Ed)* Cengage Learning
4. Nolen-Hoeksema, S., Fredrickson, L.B., Loftus, G.R., & Lutz, C. (2015). *Atkinson & Hilgard's Introduction to Psychology (16th Ed.)* Cengage Learning

References

- Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education.
- Feldman, .R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.
- Fernald. L.D, & Fernald, P.S. (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.
- Galotti, K.N. (2004). *Cognitive Psychology: In and Out of the laboratory (3rd Ed)*. Delhi: Wads worth.
- Jeffrey S. N. (2009). *Psychology Concepts and Applications (3rd Ed.)* Houghton Mifflin Company.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 202

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Cognitive Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Cognitive Psychology;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester III

1. Muller-Lyer Illusion
2. Proactive and Retroactive Inhibition
3. Creativity
4. Raven's Standard Progressive Matrices

**School of Medical Sciences
Centre for Health Psychology
(Department / Centre wise in case of Schools having more than one Department)**

Name of the School / Department / Centre

Name of the Academic Program: B.Sc. Psychology/I.M.Sc. Health Psychology

Course Code: HP 251

Title of the Course: Social Psychology

L-T-P: L-T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology and Cognitive Psychology.

Course objectives

This course offers broad insights to the field of Social Psychology. It aims to acquaint students with the ever-changing fields of social psychology; also focusses on developing an understanding of everyday issues and basic psychological processes (social cognition, social influence, attitudes) underlying our responses to social events. The student will be able to identify different social issues and trends.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the nature and scope of Social Psychology

CLO-2: Distinguish the important methods of studying social behaviour

CLO-3: Demonstrate an understanding of the basic concepts and theories of social cognition

CLO-4: Demonstrate an understanding of the concepts of prejudice, attitude, and discrimination

CLO-5: Explain the theories of formation and change of attitude

CLO-6: Apply the key principles of scaling techniques of attitude measurement

CLO-7: Distinguish between the dynamics of group processes

CLO-8: Relate the application of the principles of Social Psychology in understanding human social behaviour in the real world

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	1	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	1	1	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	1	3	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3
CLO8	3	3	3	3	1	1	1	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit1: Social Psychology

- 1.1 Background and definition
- 1.2 Nature and scope
- 1.3 Application
- 1.4 Methods of studying social behaviour

Unit2: Social Cognition

- 2.1 Concept
- 2.2 Social perception and schemas
- 2.3 Attribution theories
- 2.4 Impression formation and management
- 2.5 The self and society

Unit3: Attitude

- 3.1 Definition and components
- 3.2 Major theories
- 3.3 Attitude formation
- 3.4 Attitude change
- 3.5 Attitude measurement
- 3.6 Concepts of stereotype, prejudice, and discrimination

Unit4: Group processes

- 4.1 Group formation
- 4.2 Conformity
- 4.3 Group decision making
- 4.4 Leadership
- 4.5 Social aggression

Textbooks:

1. Baron, A.R., Branscombe, R.N., Byrne, D. & Bharadwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson Education Inc.
2. Crisp, R.J, & Turner, R.N. (2010). Essentials of Social Psychology (2nd Ed). New Delhi: Sage.
3. Myers, D. G., (2010). Social Psychology. (10th Ed). McGraw-Hill Higher Education
4. Arson et al. (2016). Social Psychology. (9TH Ed). Pearson Education.

Reference Books:

1. Baumeister, F. R., & Bushman, J. B. (2008). Fundamentals of Social Psychology. New Delhi: Cengage Learning India Private Limited.
2. Hogg, M. A., & Vaughan, G. M., (1998) Social Psychology. London: Practice Hall Europe
3. Pandey, J. (1988). Psychology in India State of the Art Volume 2 Basic and applied Social Psychology, Sage.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP252

Title of the Course: Introduction to Statistics in Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Cognitive Psychology, Social Psychology

Course objectives

This course provides students different approaches to learning statistics. Statistics is a body of mathematical techniques that focuses on the organization, analysis, and interpretation of numerical data. Statistics is a basic tool of measurement, evaluation, and research. The syllabus is designed to be used in an undergraduate course which provides knowledge will create a foundation for post graduate students. Most of the statistical concepts are covered. This course of study enables students to develop the capacity to undertake independent statistical investigations, including the assumptions, computations, and limitations.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate the understanding of the relevance of basic statistics in psychology;

CLO-2: Differentiate between the levels of measurement;

CLO-3: Calculate the basic statistics used in psychology;

CLO-4: Explain population parameters (proportions, means) using appropriate statistics and confidence intervals;

CLO-5: Design hypothesis for testing;

CLO-6: Explain the relationships between variables (correlations, crosstabs, and relative risk and odds ratios) to test the significance;

CLO-7: Analyze the outcomes of data to write a concise report on findings

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	2	3	3	3	3	1	3	2	3

CLO2	2	2	3	3	3	3	3	3	2	3
CLO3	2	2	3	3	3	3	3	3	2	3
CLO4	2	2	3	3	3	3	3	3	2	3
CLO5	2	2	3	3	3	3	3	3	2	3
CLO6	2	2	3	3	3	3	3	3	2	3
CLO7	2	2	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Application of Statistics in Psychology

- 1.1 Concept of Statistics;
- 1.2 Types: Descriptive and Inferential Statistics;
- 1.3 Parametric and nonparametric Statistics;
- 1.4 Level of measurement: nominal, ordinal, interval and ratio

Unit 2: Descriptive Statistics

- 2.1 Normal Probability Curve
- 2.3 Frequency distribution
- 2.4 Measures of Central tendency
- 2.5 Measures of Variability
- 2.6 Percentile and Ogive

Unit 3: Parametric Statistics

- 3.1 Product moment correlation
- 3.2 Independent t-test
- 3.3 Paired t-test
- 3.4 One-way ANOVA

Unit 4: Non-parametric Statistics

- 4.1 Rank order correlation
- 4.2 Mann-Whitney U Test
- 4.3 Wilcoxon test
- 4.4 Kruskal-Wallis Test
- 4.5 Chi-Square

Textbooks

Mohanty, B. & Misra, S. (2019). *Statistics for Behavioural and Social Sciences*, Sage Publications

Minium, E. (1970). *Statistical Reasoning in Psychology and Education*. New York: John Willey & Sons.

Coolican, H. (2009). *Research Methods and Statistics in Psychology* (5th Ed.). London: Hodder Education.

Mayers, A. (2013). *Introduction to Statistics and SPSS in Psychology*. Pearson Education Limited

References

Aron, A., Aron, E.N., & Coups, E. (2006). *Statistics for Psychology*. New Delhi: Pearson.

Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. New Delhi: McGraw Hill.

Jackson, S. L. (2009). *Research Methods and Statistics A Critical Thinking Approach* (3rd Ed) Wadsworth, Cengage Learning

McQueen, R. A. & Knussen, C. (2006). *Introduction to Research Methods and Statistics in Psychology*. Pearson Prentice Hall

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 253

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related Social Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Social Psychology;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester IV

1. Impression Formation
2. Social Facilitation
3. Social Conformity
4. Attitude Measurement

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology/I.M.Sc. Health Psychology

Course Code: HP 301

Title of the Course: Child Development

L-T-P: L-T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology, Cognitive Psychology, and Social Psychology.

Course objectives

This course offers broad understanding of Developmental Psychology in general and child development per se. It focusses on the understanding of growth and development from conception to late childhood. It aims to explain the theories related to prenatal, perinatal, and postnatal, maternal health, and development (physical, cognitive, emotional, and social) across the childhood and hazards underlying child development.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of child development from conception to late childhood

CLO-2: Distinguish the important methods of studying child development

CLO-3: Demonstrate an understanding of the principles and stages of development

CLO-4: Identify the major changes in physical, cognitive, emotional, and social development across the childhood

CLO-5: Explain the key theories of cognitive and moral development

CLO-6: Apply the major principles of Developmental Psychology in fostering child development

CLO-7: Develop sensitivity to socio-cultural context of child development

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	2	3	2	1	3	3	3
CLO2	3	3	3	2	3	2	1	3	3	3
CLO3	3	3	3	2	3	2	1	3	3	3
CLO4	3	3	3	2	3	2	1	3	3	3
CLO5	3	3	3	2	3	2	1	3	3	3
CLO6	3	3	3	2	3	2	1	3	3	3

CLO7	3	3	3	2	3	2	1	3	3	3
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Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit1: Child development

- 1.1 Concept
- 1.2 Principles of child development
- 1.3 Stages of child development
- 1.4 Critical period of development
- 1.5 Method of studying child development

Unit2: Physical development from infancy to childhood

- 2.1 The growing body
- 2.2 Motor development
- 2.3 Factors influencing development
- 2.4 Hazards in development

Unit3: Cognitive and moral development from infancy to childhood

- 3.1 Classical theories (Piaget, Kohlberg, and Vygotsky)
- 3.2 Language development: Concept
- 3.3 Approaches to language development (Nativist, behaviourist, interactionist)
- 3.4 Stages of language development
- 3.5 Factors influencing language development

Unit4: Social, emotional, and personality development

- 4.1 Patterns of emotional development
- 4.2 Characteristics of children's emotions
- 4.3 Emotional dominance, balance, and control
- 4.4 The developing self, roots of sociability
- 4.5 Forming relationships
- 4.6 Factors influencing social development.

Textbooks:

1. Berk, L. E. (2006). *Child Development*. New Delhi: Pearson Education.
2. Feldman, R. S. (2010). *Discovering the Life Span*. New Delhi: Pearson Education.
3. Hurlock, E. B. (1997). *Child Development*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Reference Books:

- Hetherington, E.M., Parke, R. D., Gauvain, M., Locke, V. O. (2005). *Child Psychology: A Contemporary View point* (6th Ed.)
- Hurlock, E. B. (1981). *Developmental Psychology: a Life Span Approach* (5th Ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Keenan, T. (2002). *An Introduction to Child Development*. Sage.

Pandey, J. (2010). *Psychology in India Revisited: Developments in the Discipline (Vol. 2)*,
New Delhi: Sage Publications Pvt. Ltd.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 302

Title of the Course: Foundation of Health Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Cognitive Psychology, Social Psychology.

Course objectives

The objectives of this course are to orient the student to the division of Health Psychology. The student will be able to have an introduction to the field of Health Psychology. The course will expose the students to the basic concepts related to Health Psychology. The course provides theoretical knowledge related to the differences between disease and illness and wellbeing. The course provides an understanding of the differences between Health Psychology and Clinical Psychology, Positive Psychology and other related areas. The course gives a theoretical understanding on the various branches within Health Psychology and the scope of practice and research under each of it.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the definition, history and scope of Health Psychology

CLO-2: Demonstrate an understanding of the cross-cultural perspectives of Health Psychology

CLO-3: Illustrate the relationship of Health Psychology with other branches of Psychology

CLO-4: Illustrate different branches of Health Psychology

CLO-5: Demonstrate an understanding of Indian perspective of health and illness

CLO-6: Explain the role of Health Psychologists

CLO-7: Explain the status and importance of Health Psychology in India

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	2	3	2	2	3	3
CLO2	1	3	3	3	2	3	2	2	3	3
CLO3	1	3	3	3	2	3	2	2	3	3
CLO4	1	3	3	3	2	3	2	2	3	3

CLO5	1	3	3	3	2	3	2	2	3	3
CLO6	1	3	3	3	2	3	2	2	3	3
CLO7	1	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit I: Health Psychology

- 1.1 Definition, Major concepts (Disease, Illness, Health, Wellbeing)
- 1.2 Origin of Health Psychology
- 1.3 Role of health psychologists

Unit II: Nature of Health Psychology

- 2.1 Nature and Scope of Health Psychology
- 2.2 Relation of Health Psychology with other branches of Psychology

Unit III: Branches of Health Psychology

- 3.1 Occupational health psychology
- 3.2 Community health psychology
- 3.3 Critical health psychology
- 3.4 Clinical health psychology
- 3.5 Public health psychology

Unit IV: Cross cultural perspectives of Health Psychology

- 4.1 Cultural health practices
- 4.2 Lifestyles and health
- 4.3 Status and importance in India

Textbooks

1. Ogden, J. (2012). *Health Psychology: A Textbook (5th ed.)*. Berkshire, England: Open University Press.
2. Taylor, S. E. (2012). *Health Psychology (9th ed.)*. Boston: McGraw-Hill Higher Education.
3. Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions (8th ed.)*. New York, USA: John Wiley & Sons Inc.

References

- Brannon, L., Feist, J., & Updegraff, J. A. (2014). *Health Psychology: An Introduction to Behavior and Health* (8th ed.). Belmont, USA: Wadsworth.
- Dalal, A. K., & Misra, G. (2012). *New Directions in Health Psychology* (Eds.). New Delhi: SAGE Publications India Pvt Ltd.
- Matarazzo, J. D. (1980). Behavioral health and behavioral medicine: Frontiers for a new health psychology. *American Psychologist*, 35, 807-818.
- Morrison, V., & Bennett, P. (2012). *Introduction to Health Psychology*. New York: Pearson Education Limited.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP303

Title of the Course: Personality Theories & Measurement

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge:

The students must have prior knowledge of General Psychology, Cognitive Psychology and Social Psychology

Course objectives

This course aims to familiarize students with the various personality theories, and deepen their understanding of the personality and its development. Students will gain an understanding of the prominent personality theoretical perspectives, personality measurement, and understand the relationship between personality and health.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Describe personality and identify each element of the definition of personality;

CLO-2: Demonstrate an understanding of the main influences on personality development including nature (values, beliefs and attitudes) and nurture;

CLO-3: Demonstrate an understanding of the major theoretical approaches to personality (i.e., psychoanalytic/psychodynamic, behaviouristic, cognitive, humanistic, and trait theories of personality).

CLO-4: Analyse different theories of personality and apply this understanding to develop their interpretation of personality;

CLO-5: Understand the various methods of personality measurement and assessment

CLO-6: Examine the relationship between personality, health and illness

CLO-7: Relate current research studies in order to understand theories of personality in modern psychology.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	1	2	1	3	3	3
CLO5	3	3	3	3	3	1	2	3	3	3
CLO6	3	3	3	3	3	1	3	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3

Note: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Personality

- 1.1 Concept
- 1.2 Factors influencing personality: Heredity, environment

Unit 2: Theories of Personality

- 2.1 Psychoanalytic theories
- 2.2 Behaviouristic theories
- 2.3 Humanistic theories
- 2.4 Trait approaches to personality

Unit 3: Measurement of Personality

- 3.1 Approaches – Projective & Non projective tests
- 3.2 Projective – Draw a person, Sentence completion, Rorschach, TAT
- 3.3 Non projective tests – 16PF, MMPI, MPQ, EPQ, Big Five, MBTI, CPI

Unit 4: Personality, Health & Illness

- 4.1 Type A,B,C Personality
- 4.2 Health & Illness
- 4.3 Links between Personality & Illness

Textbooks

1. Hall, C. S, Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons, Inc.

2. Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology (7th Ed)*. New Delhi: Tata McGraw Hill.

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Feldman, .R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.

Fernald. L.D, & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.

Parameswaran, E.G., Beena, C (2001). *An Invitation to Psychology*. Hyderabad: Neelkamal Publications.

Psychology : Textbook for Class XI. (Latest Ed.) NCERT: New Delhi

Smith, E.E., Nolen – Hoeksema, S., Fredricksm, B.N., & Loftus, G.R., (2003). Atkinson & Hilgard's *Introduction to Psychology (14th Ed)*. New Delhi: Cengage learning India Pvt. Ltd.

Spencer, A. R. (2002) *Psychology in the new Millennium, (8th Ed.)*. New York: Harcourt College Publishers

Wade, C., & Tavis, C., (2006). *Psychology (8th Ed)*. Delhi: Pearson Education Inc.

CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester V

1. Reaction Time
2. Wechsler's Intelligence Scale for children (WISC)
3. Conservation of number, length, mass and volume
4. Moral Development

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 351

L-T-P: L and T

Title of the Course: Psychological Disorders and Therapies

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have done courses providing progression of knowledge in Psychology successively such as Introduction to Psychology, Cognitive, Conative and Affective processes in behaviour, Social Psychology, Child Development, Health Psychology, as well as Personality Theories and Measurement. Such courses would have provided the student an understanding of what is normality as well as factors and circumstances which contribute to normal behaviour.

Course objectives

The course provides an understanding to the student about what is abnormality, differentiation between normality and abnormality, factors leading to abnormality, contemporary classification systems and issues with them. It describes various psychological disorders their clinical features, causal factors and discusses relevant therapies. Thus, Anxiety based disorders. Personality disorders, Psycho-sexual disorders are severe mental disorders such as Mood disorders and Schizophrenia are described. Thus an overview of clinically classified abnormal behaviour patterns is provided in this course.

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Compare normality and abnormality, contemporary systems of classification of abnormal behaviour and the issues with them.

CLO-2: Examine the biological, psychological and social factors contributing to abnormality in behaviour

CLO-3: Outline the different disorders based on anxiety, their clinical picture, causal factors and explain therapeutic methods to deal with them

CLO-4: Explain the clusters of personality disorders, their clinical features, factors and therapies

CLO-5: Describe major forms of psycho-sexual disorders with their clinical features, causes and recommended therapies.

CLO-6: Explain the clinical features of mood disorders, causes, treatment and recommended supportive psychological interventions

CLO-7: Summarize the major clinical features of Schizophrenia, causal patterns, and treatment modalities, and recommended supportive psychological interventions

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	2	1	1	1	3	3	3
CLO2	1	3	3	3	2	2	2	3	3	3

CLO3	3	3	3	3	3	2	2	3	3	3
CLO4	3	3	3	3	2	2	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	1	1	3	3	3
CLO7	3	3	3	3	2	1	1	3	3	3

Detailed Syllabus

Unit-1 Psychological Disorders

- 1.1 What is normality and abnormality? Differentiation
- 1.2 Brief History of Abnormal Psychology
- 1.3 Contemporary Systems of classification and Issues in Classification (DSM, ICD)
- 1.4 Factors of abnormality

Unit-2 Anxiety Disorders

- 2.1 Generalised Anxiety Disorder
- 2.2 Phobia
- 2.3 Obsessive Compulsive Disorders
- 2.4 Panic Disorder
- 2.5 Post Traumatic Stress Disorder

Unit-3 Personality & Psychosexual Disorders

- 3.1 Personality disorders
 - 3.1.1 Categories of Personality Disorders
 - 3.1.2 Details of Cluster A, B, C Personality Disorders
- 3.2 Psychosexual disorders - Types
 - 3.2.1 Gender Identity disorders
 - 3.2.2 Paraphilia

Unit-4 Severe Mental Disorders

- 4.1 Mood Disorders
- 4.2 Schizophrenia

Textbooks

1. Carson, C. R., Butcher, N. J., Mineka, S.M, & Hooley, J.M. (2013). Abnormal Psychology, Pearson
2. Sarason, G. I. & Sarason. R. B. (2002) The problem of Maladaptive Behaviour.

References

- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual*, Guilford Press.
- Barlow, D. H., Durand, V. M.(2010). *Text book of Abnormal Psychology*, Delhi: Cengage Learning

Corsini Raymond J., Danny Wedding., (2008)., *Current Psychotherapies*, 8th Ed., Thomson Brooks/Cole Pub

Diagnostic and Statistical Manual of Mental Disorders 5ed Dsm-5 (Pb 2013) by American Psychiatric Publication

Icd-10 Classification Of Mental & Behavioural Disorders: Clinical Descriptions And Diagnostic Guidelines Paperback – 2002 by W.H.O

Leenaars, A. A., (2004), *Psychotherapy with Suicidal People*, John Wiley & Sons, Ltd. Pub

Magyar-Moe Jeana L. (2009)., *Therapist's Guide to Positive Psychological Interventions.*, ELSEVIER Pub

MedhaVasisht, (2008)., *Counseling & Psychotherapy.*, Authors press

Patricia B. Sutker, Henry E. Adams (2001) Comprehensive handbook of psychopathology, Gulf Professional Publishing

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP352 **Title of the Course:** Life Span Development

L-T-P:...L and T **Credits:** 4

Prerequisite Course / Knowledge:

The students must have prior knowledge of General Psychology, Cognitive Psychology, Personality Theories and Developmental Child Psychology.

Course objectives

This course aims to familiarize the students to the physical, cognitive, social and emotional development of the human being. Students will gain an understanding of the prominent theoretical perspectives, and apply the concepts to the various aspects of life span development, death and bereavement. The students will be able to think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Recognize unique components of each stage along with the continuity of development from adolescence to old age;

CLO-2: Demonstrate an understanding of the dynamic interaction of biological, cognitive, psychological, social and cultural perspectives on development through lifespan;

CLO-3: Analyze the key theories in lifespan development

CLO-4: Gain an understanding of the major concepts of development from adolescence to death;

CLO-5: Apply psychological concepts of lifespan development to the current issues and problem related to health, parenting, interpersonal relationship, divorce, midlife crisis, dual-income families, aging and death;

CLO-6: Apply the current research to contemporary problems of individuals and communities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	1	3	3

CLO2	3	3	3	3	1	1	1	1	3	3
CLO3	3	3	3	3	1	1	1	1	3	3
CLO4	3	3	3	3	1	1	1	1	3	3
CLO5	3	3	3	3	3	3	3	3	3	3
CLO6	3	3	3	3	1	1	3	3	3	3

Note: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Adolescence as a Transitional Phase

1.1 Concept: Physical development

1.2 Cognitive development

1.3 Social development

1.4 Emotional development

Unit 2: Young and Middle Adulthood

2.1 Physical Development (Health and Physical Condition)

2.2 Cognitive Development

2.3 Psychosocial Development (Career, Marriage, Family life, Spirituality)

2.4 Major Problems in Young and Middle Adulthood

Unit 3: Late Adulthood and Aging

3.1 Physical Development (Health and Illness)

3.2 Cognitive Development

3.3 Psychosocial Development (Changed Relationship)

3.4 Successful Aging (Coping with Old Age)

Unit 4: Death and Bereavement

4.1 Theories of death and bereavement

4.2 Cross-cultural perspectives

4.3 Confronting death

4.4 Process of Grief and Bereavement

Textbooks

1. Berk, L. E. (2007). *Development through the Lifespan* (Third Edition). New Delhi: Pearson Education.

2. Berk, L. E. (2018). *Exploring lifespan development*. New Delhi: Pearson Education

3. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2017). *Human Development*. New Delhi: Tata McGraw Hill.

References

- Feldman, R. S. (2010). *Discovering the Life Span*. Pearson Education: New Delhi.
- Hurlock, E. B. (2017). *Child growth and development (6th ed)*. Tata McGraw-Hill Education.
- Hurlock, B. E. (2008). *Lifespan Development*. Pearson Publication: New Delhi.
- Hurlock, E. B. (1981). *Developmental Psychology: A Life Span Approach (5th Ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Newman, P. R. & Newman, B. M. (2010). *Development through Life: A Psychological Approach (Tenth Edition)*. International Students Edition.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 353

Title of the Course: Positive Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of at least four branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, and Child Psychology.

Course objectives

This course provides a broad introduction to the field of Positive Psychology. Positive Psychology promotes well-being and happiness, and decreases the vulnerability to mental illness. Students will gain an understanding of the prominent psychologists, theoretical perspectives, and research findings related to happiness, well-being, and human positive functioning. Students will be acquainted with various measures related to the core concepts of Positive Psychology. Students will explore the evidence-based research findings to analyze the relevance of Positive Psychology in school, workplace, and human life.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the history and scope of Positive Psychology and its cross-cultural perspectives;

CLO-2: Describe the classification system of value-in-action;

CLO-3: Identify and analyze the key theories and interventions in positive affect and cognition, and resilience;

CLO-4: Demonstrate an understanding of the major concepts, like happiness and wellness, and how to measure them in self and in others;

CLO-5: Demonstrate an understanding of mindfulness, flow, and flourishing in the direction of attaining well-being;

CLO-6: Analyze the interventions used in school, workplace, and human life for positive development;

CLO-7: Apply the major principles of Positive Psychology to foster their and others' happiness and well-being;

CLO-8: Evaluate critically evaluate the current research in the field of Positive Psychology to sharpen their professional skill of assessment and intervention.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3
CLO8	2	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Positive Psychology

- 1.1 Positive Psychology: History and definition
- 1.2 Scope of Positive Psychology
- 1.3 Cross-cultural perspectives
- 1.4 Classification system in Positive Psychology

Unit 2: Positive affect and cognition

- 2.1 Self-efficacy: Concept and measurement
- 2.2 Optimism: Concept and measurement
- 2.3 Positive emotions (Hope): Concept and measurement:
- 2.4 Resilience: Concept and measurement
- 2.5 Emotional intelligence: Concept and measurement

Unit 3: Well-being and happiness

- 3.1 Happiness: Concept and measurement
- 3.2 Well-being: Concept and measurement
- 3.3 Flow: Concept and measurement
- 3.4 Mindfulness: Concept and measurement
- 3.5 Flourishing: Concept and measurements

Unit 4: Application of Positive Psychology

- 4.1 Pro-social behaviour
- 4.2 Positive Psychology across the life span perspectives
- 4.3 Positive Psychology in educational setting
- 4.4 Positive Psychology in work place

Textbooks

1. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd ed.). New Delhi, India: SAGE Publications India Pvt. Ltd.
2. Compton, W.C. & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Belmont: Wadsworth
3. Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*. Pearson Education.

Reference books/Materials

- Ivtzan, I., Lomas, T., Hefferon, K., Worth, P. (2016). *Second Wave Positive Psychology: Embracing the Dark Side of Life*. Routledge.
- Keyes, C. L. M., & Haidt, J. (Eds.). (2003). *Flourishing: Positive Psychology and the Life Well-lived*. Washington, DC: American Psychological Association.
- Linley, P. A., & Joseph, S. (2004). *Positive Psychology in Practice*. Hoboken, NJ: John Wiley & Sons.
- Rana, S. & Hariharan, M. (2014). Positive social support and flourishing relationships. In U. Kumar, Archana, & V. Prakash (Eds.), *Positive Psychology: Applications in Work, Health and Well-being* (pp. 108-119). New Delhi: Pearson Publications.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP354

L-T-P: L and T

Title of the Course: Developmental Psychopathology

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have prior knowledge in general psychology, cognitive psychology, developmental psychology and social psychology.

Course objectives

The course provide an introduction to the integration of developmental science and psychopathology. Students will gain an understanding of abnormality and system use in classification of disorder. Students will be acquaint with psychological disorder at different stages of development. Students will gain knowledge on the biological, cultural, developmental and social influence on behaviour and mental health. Students will be acquainted with diagnostic criteria for diagnosis and approach to assessment of psychopathology. Student will also explore evidence-based practices in intervention for several forms of psychopathology.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Recognize both the advantages and disadvantages of classification system for psychological disorder.

CLO-2: Describe the psychopathology as they are currently understood.

CLO-3: Demonstrate an understanding of multiple factors and processes associated with the onset and course of a range of problems and disorder experience by children, adolescent and late adult.

CLO-4: Demonstrate an understanding of fundamental psychological approach to the assessments of psychopathology.

CLO-5: Demonstrate knowledge of evidence-based prevention techniques for childhood psychopathological disorders.

CLO-6: Examine the evidence-based intervention models used in treatment of psychopathological disorders.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	2	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	1	1	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write ‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus:

Unit 1: Abnormality:

1.1 Developmental Perspective

1.2 Definition

1.3 Classification of Disorders: Diagnostic and Statistical Classification Manual of Mental Disorders and International Classification of Diseases

Unit 2: Childhood Psychopathology:

2.1 Externalizing disorders: Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder

2.2 Internalizing Disorder: Separation Anxiety Disorder and Depression

Unit 3: Developmental Disorders

3.1 Intellectual Disabilities

3.2 Autism Spectrum Disorder

3.3 Specific Learning Disabilities

3.4 Feeding and Elimination Disorder

3.5 Sleep Disorders.

Unit 4: Adulthood and Old Age Disorders

4.1 Dementia

4.2 Alzheimer’s Disease

4.3 Parkinson’s Disease

4.4 Huntington's Disease

4.5 Pick's Disease

Textbooks

1. Carson , R. C., Butcher, J. N.; Mineka, S., &Hooley, J. M. (2007). *AbnormalPsychology*.New Delhi: Pearson Education.
2. Sarason, I. G., &Sarason, B. R. (2002). *Abnormal Psychology*. New Delhi: Pearson Education.
3. IACAPAP Text book of child and adolescent mental health.

References

- Corsini Raymond J., Danny Wedding., (2008). *Current Psychotherapies*, 8th Ed., Thomson Brooks/Cole Pub
- David H. Barlow (2008). *Clinical handbook of psychological disorders: a step-by-step treatment manual*, Guilford Press.
- David H. Barlow, V. Mark Durand (2008) *Abnormal Psychology: An Integrative Approach*, Cengage Learning.
- Patricia B. Sutker, Henry E. Adams (2001) *Comprehensive handbook of psychopathology*, Gulf Professional Publishing

CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester VI

1. Emotional Intelligence
2. Eyesenck Personality Inventory/Cattell's 16 PF
3. TAT (Uma Chowdary)
4. Locus of Control

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology & M.Sc. Health Psychology

Course code: HP401

Title of the Course: Physiological Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course/ Knowledge (If any):

The student should have prior knowledge of general psychology and cognitive psychology.

Course Objectives

The course is designed to expose the students to the underlying physiological mechanism of human behavior. Students will be acquainted with the structure and functions of the nervous and endocrine system in the human body. The students will gain understanding of the psychophysiological aspects of sleep and its disorders. The course will discuss how psychophysiological knowledge can be used to address a wide range of behavioral and physiological problems.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Demonstrate an understanding of the anatomical distinction of the central nervous system and the peripheral nervous system.

CLO-2: Demonstrate an understanding of the role of the nervous system in human behavior.

CLO-3: Demonstrate understanding of the relations between brain, behavior and sleep.

CLO-4: Analyze the ethical dimensions related to physiological psychology.

CLO-5: Evaluate the interrelationship between endocrine system and human behavior and health.

CLO-6: Evaluate the research methods related to physiological psychology.

CLO-7: Relate the behavioral and health problems with damage in physiological systems.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	2	1	3	3
CLO2	3	3	3	3	1	1	2	1	3	3
CLO3	3	3	3	3	1	1	2	1	3	3
CLO4	3	3	3	3	2	1	2	1	3	3
CLO5	3	3	3	3	1	1	2	1	3	3
CLO6	3	3	3	3	1	2	2	1	3	3
CLO7	3	3	3	3	1	1	2	1	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Psychology and Biology

- 1.1 Methods of Research
- 1.2 Ethical issues related to physiological psychology
- 1.3 Neuron: Structure and Function

Unit 2: Nervous System

- 2.1 Central Nervous System: Structure and Function
- 2.2 Peripheral Nervous System: Structure and Function

Unit 3: Endocrine System

- 3.1 Structure and Function of Endocrine System
- 3.2 Endocrine system relation with human behavior

Unit 4: Sleep

- 4.1 Psychophysiology of sleep
- 4.2 Disorders of Sleep

Textbooks

- 1. Foundation of Physiological Psychology by Neil R. Grlsm

2. Carlson, N. R. (2008). *Foundations of Physiological Psychology*. Pearson / Allyn& Bacon: UK

References

Fluharty, S. J. (1995). *Progress in psychobiology and physiological psychology*. Vol. XVI. Academic Press: London.

Sibler, K. (1999). *The physiological basis of behaviour: Neural & Hormonal processes*. Routledge: USA

Wagner, H., Silver, K. (2004). *Instant Notes – Physiological Psychological*. Garland Science / BIOS Scintific Publishers: UK

School of Medical Sciences Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 402

L-T-P: L and T

Title of the Course: Counseling Psychology

Credits: 4

Prerequisite course/Knowledge (if any):

The student should have done courses providing progression of knowledge in Psychology successively such as Introduction to Psychology, Cognitive, Conative and Affective components Social Psychology, Life Span Development, Health Psychology, Personality Theories and Measurement, Developmental Psychopathology, Psychological Disorders & Therapies and Positive Psychology. Such understanding of bio-psycho-social perspectives helps them in understanding of the factors and interventions when an individual faces challenges of life where Counseling Psychology has prominent role.

Course objectives

The course gives insight into the meaning of counseling its scope, the characteristics of a good psychological counselor and the ethics necessary for counsellor. It explains theoretical approaches to counseling, and the methods and techniques used by each approach. It also illustrates the application of counselling in various contexts, such as family, educational, organizational and clinical contexts. It also describes the types of counseling such as individual, group, pre and post marriage counseling, and career counseling. Thus the

course provides the student with an overview of theoretical perspectives as well as applications of counseling.

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Describe what is counselling, its scope; discrimination between professional counseling and other helping practices

CLO-2: Explain the characteristics of a good counsellor and ethics in counselling profession

CLO-3: Outline the different theoretical approaches to counseling, their principles, methods and techniques

CLO-4: Summarize the application of counseling in different contexts, such as family, work, educational and clinical setups

CLO-5: Describe the types of counseling such as individual and group counseling

CLO-6: Explain the application and scope of family counseling, pre marital and marital counseling in the contemporary psycho-social contexts and Indian milieu.

CLO-7: Apprise the need and application of career counseling at various levels across life span

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	2	1	1	3	3
CLO2	3	3	3	3	1	1	1	1	3	3
CLO3	3	3	3	1	2	3	2	2	3	3
CLO4	3	3	3	3	3	3	2	2	3	3
CLO5	3	3	3	3	3	3	2	2	3	3
CLO6	3	3	3	3	3	3	2	2	3	3
CLO7	3	3	3	3	3	3	2	2	3	3

Detailed Syllabus

Unit - 1 Introduction to Counseling

1.1 Definition & Concept

1.2 Scope

1.3 Characteristics of a Good Counselor

1.4 Ethics in Counseling

Unit - 2 Approaches to Counseling

2.1 Psychoanalysis

2.2 Behaviouristic approach

2.3 Humanistic approach

2.4 Cognitive approach

Unit - 3 Application of Counseling

3.1 Family set up

3.2 Educational set up

3.3 Organizational set up

3.4 Clinical set up

Unit - 4 Types of Counseling

4.1 Individual Counseling

4.2 Group Counseling

4.3 Family Counseling

4.4 Premarital and Marital Counseling

4.5 Career Counseling

Textbooks

1. Hough, M.(2006). *Counseling Skills and Theory*. Hodder Arnold
2. Gladding, S.T. (2009). *Counseling: A Comprehensive Profession*. New Delhi: Pearson Education, Inc.

References

- Capuzzi, D., & Gross, D.R. (2007). *Counseling and Psychotherapy: Theories and Interventions (4th Ed.)*. New Delhi: Pearson Education Inc.
- Gelso, C. J., & Fretz, B. R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Nelson-Jones, R. (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.
- Sharf, R. S. (2008). *Theories of Psychotherapy and Counseling: Concepts and Cases*. New Delhi: Brooks/Cole Cengage Learning

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology
M.Sc. (2-year) Health Psychology

Course Code: HP 403

Title of the Course: Health Psychology Theory and Practice

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of at least five branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, Positive Psychology and Life span development Psychology.

Course objectives

This course provides a broad introduction to the field of HealthPsychology. Health Psychology deals with the the role of psychological processes in the experience of, the causes of, the progression of, and the consequences of health and illness.Students will gain an understanding of the prominent psychologists, theoretical perspectives, and research findings related to illness and wellness. Students will be able to predict unhealthy behaviours. Students will be able to evaluate the role of behaviour in the aetiology of illness and interaction between psychology and physiology. Students will also be able to understand the role of psychology in the experience of illness and treatment of illness.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the definition,history and scope of Health Psychology and its cross-cultural perspectives;

CLO-2: Demonstrate the biomedical and bio psychosocial model;

CLO-3: Identify and analyze the key theories and interventions in promoting health and wellness

CLO-4: Demonstrate an understanding of the major concepts, like locus of control, social support and illness perception, and how to measure them in self and in others;

CLO-5: Demonstrate Indian perspective of health and illness

CLO-6: Analyze the use of different models of health in health sector, workplace, palliative and hospice care;

CLO-7: Apply the major principles of Health Psychology to foster health and well-being

CLO-7: Evaluate critically evaluate the current research in the field of Health Psychology to sharpen their professional skill of assessment and intervention

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Health Psychology

- 1.1 Concept of Health Psychology
- 1.2 Assumptions of Positive Psychology
- 1.3 Biomedical model
- 1.4 Biopsychosocial model

Unit 2: Theories

- 2.1 Social Cognitive Theory
- 2.2 Theory of Planned Behavior
- 2.3 Health Belief model
- 2.4 Protection – motivation theory

2.5 Trans – theoretical model of behavior change

2.6 Self-regulatory model and latest trends

Unit 3: Health Promotion and Illness Prevention

3.1 Health and Behavior

3.2 Changing health habits

3.3 Cognitive behavioural approaches to health behavior change

Unit 4: Health Care System

4.1 Indian Scenario

4.2 Attitude of Health Professionals

4.3 Burnout in health professionals

4.4 Designing health care work environment

4.5 Future challenges for health care

4.6 Growth of Health Psychology

Textbooks

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.

Sarafino, E. P. (1994). *Health Psychology, Biopsychosocial interactions*. John Wiley & Sons, New York.

Taylor, S.E., (2009). *Health Psychology* (9th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

References

Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press

Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning

Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 404

Title of the Course: Research Methodology I

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in Statistics.

Course objectives

This course is designed to provide fundamental knowledge on conducting quantitative research in the field of Psychology in general and Health Psychology per se. In addition to this, the students will gain an understanding of a specialized branch of Psychology, i.e. Psychometrics and its uses. The course will familiarize participants with the basic process of report writing and impart skill of scientific writing of research reports related to the field of Psychology.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept of quantitative research and its process;

CLO-2: Demonstrate an understanding of the major concepts of quantitative research, like problem, operationalization, variable, objective, and hypothesis testing;

CLO-3: Explain important quantitative research designs used in the field of Psychology;

CLO-4: Demonstrate the application of quantitative research methods, like observation, experiment, and survey in the fields of Psychology and Health Psychology;

CLO-5: Describe the concept of sampling and apply the knowledge to conduct quantitative research;

CLO-6: Demonstrate an understanding of the core principles of psychometrics, measurement, and scaling;

CLO-7: Construct standardized measures in the fields of Psychology and Health Psychology by applying the core principles of psychometrics;

CLO-8: Write various reports, like project report, dissertation, and assessment report related to the field of Psychology in APA style.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	3	1	3	3
CLO2	3	3	3	3	3	2	3	3	3	3
CLO3	3	3	3	3	3	3	3	2	3	3
CLO4	3	3	3	3	3	2	3	2	3	3
CLO5	3	3	3	3	2	2	3	3	3	3
CLO6	3	3	3	3	2	3	3	3	3	3
CLO7	3	3	3	3	2	3	3	3	3	3
CLO8	3	3	3	3	3	3	3	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Research

- 1.1 Concept of research
- 1.2 Process of conducting quantitative research
- 1.3 Research ethics: Basic principles as per APA
- 1.4 Quantitative research design: Concept and characteristics
- 1.5 Types of quantitative research design (Experimental, quasi-experimental, correlational)

Unit 2: Methods of quantitative data collection

- 2.1 Observation: Meaning, types, steps, advantages, disadvantages
- 2.2 Experiment: Meaning, types, steps, advantages, disadvantages
- 2.3 Survey: Meaning, types, steps, advantages, disadvantages

Unit 3: Sampling

- 3.1 Concept
- 3.2 Sampling designing process
- 3.3 Sampling techniques and their advantages and disadvantages

3.4 Determining sample size

Unit 4: Construction of standardized measures

4.1 Psychometrics: Concept

4.2 Concept of measurement and scaling

4.3 Types of measures (Scale, Questionnaire, Test, Inventory, Schedule, Checklist)

4.4 Steps of construction of standardized measures (Item writing, Item analysis, Reliability, Validity, Norms)

4.5 Report-writing as per APA Style

Textbooks

1. Coolican, H. (2009). *Research Methods and Statistics in Psychology* (5th Ed.). London: Hodder Education.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.
3. Goodwin, J. C., & Goodwin, K. A. (2012). *Research in Psychology: Methods and Design* (7th ed.). New York, USA: John Wiley & Sons Inc.
4. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education, Inc.
5. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd ed.). USA: McGraw-Hill, Inc.
6. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Reference Books/Materials

- Aiken, L. R., & Groth-Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed.). Noida, India: Pearson India Education Services Pvt Ltd.
- Best, J. W., & Kahn, J. V. (2003). *Research in Education* (9th Ed.). Needham Heights, MA: Allyn & Bacon.
- Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education
- Kerlinger, F. N. (1979). *Foundation of Behavioural Research*. Delhi: Surjeet.
- McQueen, R.A., & Knussen, C. (2004). *Introduction to Research Methods and Statistics in Psychology* (1st ed.). Canada: Pearson Education.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 405

Title of the Course: Project (Field based)

L-T-P: L-T-P

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Field based Project. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Field based Project;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 451

Title of the Course:Advanced Statistics

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). The student is assumed to have basic introductory knowledge in Statistics, quantitative research methodology. In addition to this, the student is expected to have some basic computer skills, like working knowledge of Microsoft Windows operating system, Microsoft Word, and Microsoft Excel.

Course objectives

This course provides knowledge and skills of advanced statistics needed to understand, conduct, interpret, and use quantitative research in Psychology in general and Health Psychology per se. The emphasis of this course is on the acquisition of conceptual, and procedural knowledge that can be demonstrated by selecting, applying, computing, interpreting, and using advanced statistical techniques in conducting research in Psychology. One of the main goals of this course is to help the student learn advanced statistics using software, preferably IBM SPSS Statistics.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate a mastery of the basic skills of working with the software (IBM SPSS Statistics) used for advanced statistics;

CLO-2: Explain the concept and assumptions of major advanced statistical techniques used in the field of Psychology;

CLO-3: Calculate manually and through the software the major advanced statistical techniques;

CLO-4: Interpret appropriately the results of the major advanced statistical techniques;

CLO-5: Demonstrate an understanding of the important uses of the advanced statistical techniques in the field of Psychology;

CLO-6: Write psychological research reports effectively that cover the advanced statistical analyses;

CLO-7: Analyze critically the quantitative empirical research.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	3	2	2	3	2	3	3	3
CLO2	3	3	3	2	2	3	3	3	3	3
CLO3	3	3	3	2	2	3	3	3	3	3
CLO4	3	3	3	2	2	3	3	3	3	3
CLO5	3	3	3	2	2	3	3	3	3	3
CLO6	3	3	3	2	2	3	3	3	3	3
CLO7	3	3	3	2	2	3	3	3	3	3

2

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1:IBM SPSS Statistics Software

1.1 Introduction: Installation of the software, Familiarization

1.2 Working with IBM SPSS Statistics

1.3Basic computation

1.4Plotting common graphs

Unit 2: Correlation and regression

2.1 Correlation: Concept, Types (Pearson's r , Partial, Point-biserial), Assumptions, Computations, Uses

2.2 Simple regression: Concept, Assumptions, Computations, Uses

2.3 Multiple regression: Concept, Assumptions, Computations, Uses

Unit 3: Analysis of Variance

3.1 Between-subjects ANOVA: Concept, Types (Two-way, Three-way), Assumptions, Computations, Uses

3.2Repeated measure ANOVA: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

3.3Post-hoc tests: Concept, Types, Assumptions, Computations, Uses

3.4 Nonparametric tests: Concept, Types (Kruskal-Wallis test, Friedman test), Assumptions, Computations, Uses

Unit 4

4.1 Analysis of covariance: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

4.2 Multivariate analysis of variance: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

4.3 Principal component analysis: Concept, Assumptions, Computations, Uses

4.4 Factor analysis: Concept, Assumptions, Computations, Uses

Textbooks

1. Kremelberg, D. (2011). *Practical Statistics: A Quick and Easy Guide to IBM SPSS Statistics, STATA, and Other Statistical Software*. Thousand Oaks, California: SAGE Publications, Inc.
2. Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. McGraw Hill.
3. Aron, A., Aron, E. N., & Coups, E. (2014). *Statistics for Psychology (6th ed.)*. Pearson.
4. Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont, USA: Cengage Wadsworth.
5. Tabachnick, B. G. & Fidell, L. S. (2013). *Using Multivariate Statistics (6th ed.)*. Pearson Education, Inc.

Reference books/Materials

- Adbi, H., Edelman, B., Valentin, D., & Dowling, W. J. (2009). *Experimental Design and Analysis for Psychology*. New Delhi, India: Oxford University Press.
- Albright, S. C., Zappe, C. J., & Winston, W. L. (2011). *Data Analysis, Optimization, and Simulation Modeling*. Delhi: Cengage Learning India Private Limited.
- Foster, J. J., Barkus, E., & Yavorsky, C. (2006). *Understanding and using advanced statistics*. London: SAGE Publications, Inc.
- Grimm, L. G. & Yarnold, P.R. (2000). *Reading and Understanding Multivariate Statistics*. Washington: APA
- Hair, Jr. J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis (7th ed.)*. New Delhi: Pearson Prentice Hall.
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation*. Routledge.

Mohanty, B., & Misra, S. (2016). *Statistics for Behavioural and Social Sciences*. New Delhi:
SAGE Publications India Pvt Ltd.

Centre for Health Psychology

University of Hyderabad

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 452 **Title of the Course:** Community Health Psychology

L-T: L and T **Credits:** 4

Prerequisite Course / Knowledge (If any):

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in General Psychology and Social Psychology.

Course objectives

This course provides a broad introduction to the field of Community Health Psychology and the social contexts of people's health. Students will learn the emergence of the study of community health psychology; present relevance and the different approaches to it. They will also gain an understanding of the health habits and health risk behavior of people that affect their health status and learn about psychological principles applied in health promotion, prevention of diseases, community health care, immunization and predicting health behaviour.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept, history and scope of Community Health Psychology and what psychologists do in community health care.

CLO-2: Gain an insight into the public health policies of the country and that of the World Health Organisation.

CLO-3: Identify, understand and analyze the inequalities in health of people in a community, based on their socio-economic status, gender and work.

CLO-4: Develop an understanding of various community health programmes and also learn to critically evaluate them.

CLO-5: Understand and identify the role of health habits and health behaviour in the development of diseases.

CLO-6: Learn the strategies involved in changing health risk behaviour and promotion of health behaviour.

CLO-7: Develop an understanding of the application of psychological principles in prevention of diseases, health promotion and community development.

CLO-8: Understand the significance of community healthcare and health seeking behaviour

CLO-9: Understand the process involved in diseases screening and health prediction

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	1	1	1	3	3	3
CLO5	3	3	3	3	1	2	1	3	3	3
CLO6	3	3	3	3	1	3	1	3	3	3
CLO7	3	3	3	3	1	3	1	3	3	3
CLO8	3	3	3	3	1	3	1	3	3	3
CLO9	3	3	3	3	1	2	1	3	3	3

‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus

Unit-1 Community Health

1.1 Concept

1.2 History

1.3 Approaches

1.4 Public Health Policies: WHO, National

Unit-2 Health Inequalities and Community Health Programme

2.1 Health differentials

2.2 Issues related to poverty

2.3 Minority status and health

2.4 Gender and Health

2.5 Work and health

2.6 Community health programme and evaluation

Unit-3 Community Health and Hazards

3.1 Health habits and health behaviour

3.2 Food habits

3.3 Health risk behaviour (use of Tobacco, Alcohol, Drugs)

3.4 Strategies for changing health risk behaviour (cognitive, behavioural, motivational, emotional approaches)

3.5 Reproductive health

3.6 Health promotion and disease

3.7 Prevention: Applications of Psychological principles 1 Behavioural change approach

3.8 Self-empowerment

3.9 Community development

Unit-4 Community Health Care

4.1 Health seeking behavior (screening for disease detection)

4.2 Immunization

4.3 Predicting health behavior (influences on health behavior)

Textbooks

1. Orford, J.(2008).Community Psychology Challenges, Controversies and Emerging Consensus. John Wiley & Sons, Ltd

References

Cancela, V. D., Chin, J. L., & Jerkins, V. M. (1998). Community Health Psychology, Routledge.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 453

Title of the Course: Counseling Skills

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Cognitive Conative & Affective Processes, Personality theories, and Counseling Psychology.

Course objectives

This course provides the student with a broad understanding of the essential counselling skills. The students will acquire the professional skills of counselling and apply them in three stages and nine steps prescribed by Gerard Egan. The students will gain an understanding of the ethical practices of counseling.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the micro skills of counseling;

CLO-2: Practice the pre-helping skills;

CLO-3: Apply the skills to make the client express;

CLO-4: Apply the skill of challenging with support;

CLO-5: Demonstrate an ability to help the client formulate the agenda, identify the best fit and commit to the agenda;

CLO-6: Develop the ability to brainstorming the client to formulate strategies;

CLO-7: Demonstrate the ability to help the client in action plan;

CLO-8: Develop the skills of guiding the client in carrying out force field analysis.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3

CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	3	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3
CLO8	2	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Counseling Skills (4 Credits)

Unit 1:Pre Helping Skills

1.1 Overview of Egan's Developmental Model

Unit 2: Stage I - Present Scenario

2.1Ia-Story

2.2 Ib-Blind Spot

2.3 Ic-Leverage.

Unit 3: Stage II - Preferred Scenario

3.1IIa-Agenda

3.2 IIb -Best fit

3.3 IIc-Commitment

Unit 4: Stage III- Getting There

4.1IIIIa-Strategies

4.2 IIIb-Planning

4.3 IIIc-Action

4.4Action Plan: Termination and Follow-up

Textbooks

1. Egan, G. (1990) *The Skilled Helper – A Systematic Approach to Effective Helping*, Brooks Cole Pub.
2. Egan, G. (2013). *The skilled helper: A problem management and opportunity-development approach to helping*. Cengage Learning.

3. Culley, S. & Bond, T. (2004). *Integrative Counselling Skills: Action*. New Delhi: Sage Publications.

References

Hough, M. (2006). *Counseling Skills and Theory*. Hodder Arnold

John McLeod (2007). *Counselling Skills*. McGraw Hill International.

Nelson-Jones, R. (2002). *Essential counselling and therapy skills: The skilled client model*. Sage Publications.

Nelson-Jones, R. (2008). *Basic Counseling Skills – A Helper's Manual*., Sage Pub.

Sharf R. S., (2008). *Theories of Psychotherapy and Counseling – Concepts and Cases* Brooks/Cole Cengage learning pub

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. Psychology/I.M.Sc. Health Psychology

Course Code: HP 454 Title of the Course: Health Communication

L-T-P: L-T Credits: 4

Prerequisite Course / Knowledge (If any):

The student is required to be a graduate with Psychology.

Course objectives

This course aims to impart knowledge of communication in all aspects of healthcare. It covers forms and steps of communication, models, and research evidence in healthcare. It discusses the importance of healthcare communication in critical situations that need special attention.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept and scope of health communication in healthcare

CLO-2: Analyze the important theories and models of health communication and their application in healthcare

CLO-3: Analyze the important theories of pain management and their application

CLO-4: Describe the essential contexts of trauma

CLO-5: Apply the principles of health communication in trauma

CLO-6: Design crisis intervention programmes

CLO-7: Apply the principles of communication for breaking bad news

CLO-8: Evaluate the significance of health communication in palliative care

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	3	3	1	1	3	3
CLO2	3	3	3	3	3	3	1	1	3	3
CLO3	3	3	3	3	3	3	1	1	3	3

CLO4	3	3	3	3	3	3	1	1	3	3
CLO5	3	3	3	3	3	3	1	1	3	3
CLO6	3	3	3	3	3	3	3	1	3	3
CLO7	3	3	3	3	3	3	1	1	3	3
CLO8	3	3	3	3	3	3	1	1	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit1: Health communication

- 1.1 Concept
- 1.2 Forms
- 1.3 Steps
- 1.4 Theories and models
- 1.5 Contexts and role of health psychologists in communication

Unit2: Pain

- 2.1 Concept and types
- 2.2 Theories
- 2.3 Measurement
- 2.4 Principles of pain management (Biomedical and biopsychosocial)
- 2.5 Communication in pre- and post-surgical conditions

Unit3: Trauma and communication

- 3.1 Contexts of trauma
- 3.2 Personal trauma
- 3.3 Disaster related trauma (natural, manmade)
- 3.4 Effective communication
- 3.5 Crisis intervention

Unit4: Palliative care and communication

- 4.1 Breaking bad news
- 4.2 Communication with non-cooperative patient
- 4.3 Communication with family

4.4 Communication with children

4.5 Communication with care provider

Textbooks:

1. Zoller, H.M. and Dutta, M.J., (2008). *Emerging Perspectives in Health Communication*, New York, Routledge
2. Gordon, T and Edwards, W.S., (1995). *Making the Patient your Partner*. London, Auburn House.

Reference Books:

- Berry, D., (2007). *Health Psychology* Mc Graw- Hill Education
- Hariharan, M., Padmaja, G., & Padhy, M. (Eds.) (2010). *Trauma & Pain: Biopsychosocial approach*. Delhi: Global Vision.
- Thompson, T. L., Dorsey, A.M., Miller, K.I. and Parrott, R., (2003). *Handbook of Health Communication*. Lawrence Erlbaum Associates, Inc.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 455

Title of the Course: Counseling Skills Lab

L-T-P: L-T-P

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of Counseling Psychology, Personality Theories and Assessment, and Psychological Disorders and Therapies. In addition to this, the student should have basic knowledge in the Counseling Skill theory part to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training in counseling through simulation, and applying the micro skills tailored, to different contexts and problems of the clients. The course also aims to train the students in recording the simulated care verbatim and analysis of the simulated case.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to counseling skills

CLO-2: Formulatesession objectives or goals

CLO-3: Apply the skills of counselling in simulated case environment

CLO-4:Analyze the case and apply appropriate skills progressively through sessions

CLO-5: Interpret the progress of the session to plan further sessions

CLO-6: Write verbatim reports related to each session of simulated counselling using he video recording, peer and expert feedback

CLO-7: Apply ethical standards in implementing counselling skills through the sessions of simulated counselling

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	1	1	3	3
CLO2	3	3	3	3	3	3	1	1	3	3
CLO3	3	3	3	3	3	3	1	1	3	3
CLO4	3	3	3	3	3	3	1	1	3	3
CLO5	3	3	3	3	3	3	1	1	3	3
CLO6	3	3	3	3	3	3	1	1	3	3
CLO7	3	3	3	3	3	3	1	1	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

1. SOLER
2. Pre helping Skills – Probing
3. Stage 1 – Challenging
4. Stage 2 – Evolving agenda (and commitment to agenda)
5. Stage 3 – Evolving strategies (Brain storming, Best fit etc)
6. Action strategies

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 501

Title of the Course: Stress and Coping

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Personality theories, Physiological Psychology, and Health Psychology

.Course objectives

This course provides a broad introduction to understand the concept of stress and coping. The students will be able to understand multiple aspects related to stress and coping. Students will gain knowledge on the physiological response to stress and its impact on physical and mental health. Students will be equipped with the various sources of stress and skills to identify various strategies and styles of coping. Students will be equipped with the skills to practice important techniques for effective stress management.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concepts of stress and coping;

CLO-2: Explain the physiological response to stress;

CLO-3: Assess the contributions of stress in various illnesses;

CLO-4: Assess the sources of stress;

CLO-5: Analyse the coping strategies adopted by people in various stressful conditions;

CLO-6: Practice the skills in administering relaxation techniques;

CLO-7: Apply stress management skills to the clients.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	3	3	2	2	3	3
CLO2	3	3	3	3	3	3	2	2	3	3

CLO3	3	3	3	3	3	3	2	2	3	3
CLO4	3	3	3	3	3	3	2	2	3	3
CLO5	3	3	3	3	3	3	2	2	3	3
CLO6	3	3	3	3	3	3	2	2	3	3
CLO7	3	3	3	3	3	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Stress and Coping (4 Credits)

Unit 1: Stress

- 1.1 Concept, Meaning, Definition, and Models
- 1.2 Theories of stress: Stimulus, response, and transaction,
- 1.3 Physiology of Stress: Endocrinal Response Sequence, ANS response, GAS

Unit 2: Sources of Stress

- 3.1 Internal, External, Interpersonal
- 3.2 Systemic impact of stress: Physical, Emotional, Cognitive, Behavioural
- 3.3 Stress and eustress

Unit 3 Coping with Stress

- 3.1 Complexity of coping
- 3.2 Coping-concept, process of coping
- 3.3 Coping and adaptation
- 3.4 Coping strategy and style
- 3.5 Types of coping styles: Proactive and explanatory, Factors affecting coping

Unit 4 Stress Management and Coping

- 4.1 Symptoms and alarms
- 4.2 Management techniques: Physical, cognitive, affective, and behavioural

Textbooks

1. Hariharan, M. & Rath, R. (2009). Coping with Life Stress: An Indian Experience. Sage, Delhi

2. Sarafino, E. P. (2005). *Health Psychology: Biopsychosocial interactions* (5th Ed). New York: Wiley

References

Benjamin H. G. (Editor) (1997). *Coping with Chronic Stress*, Hard cover

Geldard K. (2009). *Practical Interventions for Young People at Risk*.

Gwen K. P. (2000) *Coping With Stress*, Hardcover

Hamilton I. McCubbin (Editor) (1994) *Sense of Coherence & Resiliency: Stress, Coping & Health*, Paperback

Hussain A. & Ilyas Khan, M. (2006). *Recent Trends in Human Stress Management.*, Global Vision Publishing House

Johnson S. L., Field Tiffany M., & Schneiderman (2000). *Stress, Coping & Depression.*, Lawrence Erlbaum Associates Pub.

Leenaars A. A., (2004). *Psychotherapy with Suicidal People*, John Wiley & Sons, Ltd. Pub

Mimi W. (Editor), & Gordon S. Gates (Editor) (2003). *Toward Wellness: Prevention, Coping, and Stress*, Paperback

Pestonjee, D. M. (1999) *Stress and Coping: The Indian Experience*, Hardcover. Sage Pub

Sharon J. P. (Editor), & Patrick C. McKenry (1994). *Families and Change: Coping With Stressful Events*, Paperback

Centre for Health Psychology
University of Hyderabad

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP502

Title of the Course: Interventions to Chronic Illness

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have a prior knowledge of General Psychology, Personality Theories, Developmental Psychology, Health Psychology, Health Communication, and Psychopathology and Therapies.

Course objectives

This course provides a broad understanding of interventions to chronic illness. The course will orient the students to various chronic illnesses and their causes and prevalence. Students will gain an understanding of the psychosocial aspects of chronic illnesses. They will be able to explore the contributions of current research and interventions in the field of chronic illnesses.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the structure and functions of four important human physiological systems;

CLO-2: Demonstrate an understanding of the common chronic illnesses related to these four important human physiological systems;

CLO-3: Demonstrate an understanding of the etiology of chronic illnesses from psychosocial perspectives;

CLO-4: Discuss how behaviour, perception, cognition, and motivation influence health and illness across cultures;

CLO-5: Evaluate the evidence-based research on illness management;

CLO-6: Apply the biopsychosocial intervention for healing;

CLO-7: Develop intervention modules to chronic illnesses suitable to Indian context.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	3	3	2	2	3	3
CLO2	3	3	3	3	3	3	2	2	3	3
CLO3	3	3	3	3	3	3	2	2	3	3
CLO4	3	3	3	3	3	3	3	2	3	3
CLO5	3	3	3	3	3	3	3	3	3	3
CLO6	3	3	3	3	3	3	2	2	3	3
CLO7	3	3	3	3	3	3	2	3	3	3

Note: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Cardio Vascular and Pulmonary System

1.1 Physiology

1.2 Illnesses

1.3 Biopsychosocial management

Unit 2: Digestive System

2.1 Physiology

2.2 Illnesses

2.3 Biopsychosocial management in children and adults

Unit 3: Immune System

3.1 Physiology

3.2 Illnesses

3.3 Biopsychosocial management

Unit 4: Psycho Physiological Illnesses:

4.1 Migraine, Tension headaches

4.2 Psoriasis

4.3 Other major skin problems

Textbooks

1. Sarafino, E.P. (2005) *Health Psychology: Biopsychosocial interactions* (5th Ed). New York: Wiley
2. Taylor, S.E. (2005) *Health Psychology* (6th Ed) Boston: McGraw Hill
3. Lubkin, I. M., & Larsen, P. D. (Eds.). (2006). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
4. Larsen, P. D. (2002). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
5. Camic, P., & Knight, S. (Eds.). (2004). *Clinical handbook of health psychology: A practical guide to effective interventions*. Hogrefe Publishing.

References

- Catherine, G. (2005). *Cut feelings: Chronic illness and the search for healing* Volume 16 of *At the interface/probing the boundaries*, Volume 16 of *Probing the boundaries*, Rodopi
- Catherine, M. S. (2008). *Health Psychology- Theory, Research and Practice* Second Ed., Sage Pub.
- David S. G. (1997). *Handbook of health behavior research*, Volume 1 *Handbook of Health Behavior Research*, Springer
- Friedman, H.S. (2002). *Health Psychology*, 2nd edition, Upper Saddle River, NJ: Prentice Hall
- Linda, B. & Jess F. (2007). *Introduction to Health Psychology*., Thomson Wadsworth Pub
- Lyons, A. C. & Chamberlain, K. (2006), *Health Psychology A critical Introduction*

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 503

Title of the Course: Research Methodology II

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in research methodology.

Course objectives

This course is designed to provide fundamental knowledge on conducting qualitative research in the field of Psychology in general and Health Psychology per se. The course will familiarize participants with the basic process of conducting qualitative research using major qualitative research designs and impart skill of scientific writing of qualitative research reports in the field of Psychology.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept of qualitative research and its process;

CLO-2: Compare between qualitative and quantitative research

CLO-3: Demonstrate an understanding of the concept of mixed method research

CLO-4: Explain important qualitative research approaches and designs used in the field of Psychology;

CLO-5: Demonstrate the application of qualitative research methods, like interview and focus group discussion in the fields of Psychology and Health Psychology;

CLO-6: Explain important methods of analyzing qualitative data;

CLO-7: Demonstrate an understanding of research ethics in Psychology as per the APA and ICMR guidelines;

CLO-8: Explain the intellectual property rights and plagiarism in research.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	2	3	3	2	3	3	3	3	3
CLO2	3	2	3	3	2	3	3	3	3	3
CLO3	3	2	3	3	2	3	3	3	3	3
CLO4	3	2	3	3	2	3	3	3	3	3
CLO5	3	2	3	3	2	3	3	3	3	3
CLO6	3	2	3	3	2	3	3	3	3	3
CLO7	3	2	3	3	2	3	3	3	3	3
CLO8	3	2	3	3	2	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Qualitative research

1.1 Concept

1.2 Characteristics

1.3 Difference between quantitative and qualitative research

1.4 Mixed method research: Concept and types

Unit 2: Approaches and designs of qualitative research

2.1 Case study research

2.2 Grounded theory research

2.3 Narrative research

2.4 Phenomenological research

2.5 Ethnographic research

2.6 Action research

Unit 3: Methods of qualitative data collection and analysis

3.1 Interview

3.2 Focus group discussion

- 3.3 Content analysis
- 3.4 Thematic analysis
- 3.5 Grounded theory coding
- 3.6 Interpretative phenomenological analysis
- 3.7 Discourse analysis

Unit 4: Ethics in research

- 4.1 Research ethics in Psychology: APA, ICMR guidelines
- 4.2 Significance of informed consent
- 4.3 Preparing an informed consent form
- 4.4 Intellectual property rights
- 4.5 Plagiarism

Textbooks

1. Forrester, M. (Ed.) (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. New Delhi: Sage.
2. Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). London: SAGE Publications Ltd.
3. Silverman, D. (2012). *Qualitative Research* (3rd ed.). New Delhi, India: Sage South Asia.
4. Ethical principles of psychologists and code of conduct. (2017). American Psychological Association. <https://www.apa.org/ethics/code/>
5. National ethical guidelines for biomedical and health research involving human participants. (2017). Indian Council of Medical Research. https://www.icmr.nic.in/sites/default/files/guidelines/ICMR_Ethical_Guidelines_2017.pdf

Reference books/Materials

- Bruce, L. B. (2001). *Qualitative Research Methods for the Social Sciences*. Needham Heights, MA: Allyn and Bacon.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed.). SAGE Publications India Pvt. Ltd.
- Gampell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. NJ: John Wiley & Sons, Inc.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 551

Title of the Course: Organizational Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in General Psychology and Social Psychology.

Course objectives

This course provides a broad introduction to the field of Organizational Psychology, also known as I-O Psychology. Organizational Psychology studies people in the workplace and all the factors that affect how they behave at work. Students will gain an understanding of the prominent psychologists, theories, and evidence-based research findings in the fields of Personnel Psychology, Organizational Psychology, and Ergonomics.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the history and scope of Organizational Psychology and what organizational psychologists do;

CLO-2: Demonstrate a basic understanding of the organization structure, culture, and development;

CLO-3: Identify and analyze the key theories related to organizational function and organizational behaviour;

CLO-4: Apply organizational theories to specific organizational situations;

CLO-5: Describe the complex systems of individual and group psychological processes involved in the work place;

CLO-6: Apply the principles of Organizational Psychology to personnel and human resource management within the organization;

CLO-7: Develop the collaborative teamwork, time management, communication skills, and leadership in themselves and in others;

CLO-8: Evaluate critically evaluate the occupational health of the employees in direction of maintaining well-being.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	2	3	2	2	3	3
CLO2	3	3	3	3	2	3	2	2	3	3
CLO3	3	3	3	3	2	3	2	2	3	3
CLO4	3	3	3	3	2	3	2	2	3	3
CLO5	3	3	3	3	2	3	2	2	3	3
CLO6	3	3	3	3	2	3	2	2	3	3
CLO7	3	3	3	3	2	3	2	2	3	3
CLO8	3	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Organisational Psychology

- 1.1 Concept and current challenges
- 1.2 Cross-cultural issues
- 1.3 Organisation structure
- 1.4 Work environment and culture
- 1.5 Organisational development and change

Unit 2: Organisational function

- 2.1 Selection and assessment
- 2.2 Training
- 2.3 Job analysis and performance appraisal
- 2.4 Work motivation
- 2.5 Job attitudes and satisfaction
- 2.6 Personality and values
- 2.7 Work stressors and conflict management

Unit 3: Organisational behaviour

- 3.1 Communication
- 3.2 Decision making
- 3.3 Emotion and spirituality in work place
- 3.4 Group behaviour and work team
- 3.5 Leadership
- 3.6 Positive organisational behaviour and psychological capital
- 3.7 Power and politics in organisations

Unit 4: Occupational health

- 4.1 Concept
- 4.2 Occupational stress and management
- 4.3 Ergonomics: Hazards identification and risks assessment at work place
- 4.4 Workplace counselling
- 4.5 Intervention to promote well-being at work
- 4.6 Corporate culture, health and well-being
- 4.7 Work vs. family
- 4.8 Role of health psychologists in organisation

Textbooks

1. Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior* (15th ed.). Boston: Pearson.
2. Landy, F. J., & Conte, J.M. (2013). *Work in the 21st century: An Introduction to Industrial and Organizational Psychology*. New York: John Wiley & Sons, Inc.
3. Luthans, F. (2011). *Organizational Behavior: An Evidence-based Approach* (12th ed.). New York: McGraw-Hill/Irwin.
4. Leka, S. & Houdmont, J. (2010). *Occupational Health Psychology*. New York: John Wiley & Sons, Inc.

Reference Books/Materials

- Garcia-Zamor, J. (2003). Workplace spirituality and organizational performance. *Public Administration Review*, 63(3), 355-363.
- Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological Capital: Developing the Human Competitive Edge*. Oxford: Oxford University Press.
- Sass, J.S. (2000). Characterizing organizational spirituality: An organizational communication culture approach. *Communication Studies*, 51(3), 195-217. doi: 10.1080/10510970009388520

Website: <http://www.hse.gov.uk/toolbox/>

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

M.Sc. (2-year) Health Psychology

Course Code: HP553

Title of the Course: Indian Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of at least few branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, Health Psychology

Course objectives

This course provides students different approaches to learning Indian Psychology. Indian psychology is an approach to psychology that is based on ideas and practices that developed over thousands of years within the Indian sub-continent and is based on the Indian ethos, the characteristic spirit of the Indian civilization. Students will gain an understanding of the prominent Indian psychologists, theoretical perspectives, and research findings related to Indian Psychology. Students will be able to understand yoga and its application in life. Students will be able to know the Indian approach to counselling and psychotherapy. Students will also be able to know the research trends in Indian Psychology.

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate the different concepts in Indian Psychology;

CLO-2: Demonstrate the psychological aspect in Vedas and Upanishads;

CLO-3: Demonstrate Buddhist Psychology and Jain Psychology;

CLO-4: Demonstrate an understanding of the major concepts, like Personality, motivation, emotions, Holistic health from Indian perspective;

CLO-5: Explain the alternative medicine- Ayurveda and Siddha;

CLO-6: Apply the major principles of Indian Psychology to foster health and well-being;

CLO-7: Evaluate critically evaluate the current research in the field of Indian Psychology to sharpen their professional skill of assessment and intervention.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Indian Psychology

1.1 Meaning, Concept, and Scope of Indian Psychology;

1.2 Origins of Indian Psychology;

1.3 Profounders of Indian Psychology- Sankaracharya, Aurobindo, Ramkrishna Paramahansa, Viveknanda;

1.4 Distinguishing features of Indian Psychology

Unit 2: Life Span Perspective

2.1 Ashramas;

2.3 Jaina Psychology;

2.4 Buddhist Psychology;

2.5 Transpersonal Psychology in Geeta;

2.6 Essence of Vedas;

2.7 Upanishads;

2.8 Patanjali Yoga Sutras

Unit 3: Concepts of Indian Psychology

3.1 Personality, motivation, emotions, Holistic health;

3.2 Karma and Dharma, Evolving Self: Meditation;

3.3 Altered states of consciousness and Spirituality;

3.4 Samadhi

Unit 4: Applications

4.1 Yoga and its applications in life, education, society;

4.2 Indian approach to counselling and psychotherapy;

4.3 Applications in alternative medicine- Ayurveda and Siddha;

4.4 Research trends in Indian Psychology

Textbooks

Rao, K. R, Paranjpe, A.C., & Dalal, A. K. (2008). Handbook of Indian Psychology. Cambridge University Press India

Rao, K. R. & Paranjpe, A.C. (2016). Psychology and in the Indian Tradition. New Delhi: Springer

Reat, R.N. (1990). The Origin of Indian Psychology. Berkeley, California: Asian Humanities Press.

References

Cornelissen, R. M. M., Misra, F., & Varma, S. (Eds.). (2011). Foundations of Indian Psychology. Volume I Concept and Theories. Delhi: Pearson

Cornelissen, R. M. M., Misra, F., & Varma, S. (Eds.). (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson Education.

Mishra, G. & Dalal, A. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology & M.Sc. Health Psychology

Course code: HP 554

Title of the Course: Military Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course/ Knowledge (If any):

The student should have prior knowledge of general psychology, cognitive psychology, assessments in psychology, organizational psychology and social psychology.

Course Objectives

This course provide an introduction to the field of military psychology. Military psychology is the application of psychological principles and theories in military context. Student will gain an understanding of the role and importance of psychology in military context. Student will be acquaint with the use of psychological assessments in selection procedure of military personnel. Students will explore the various social factors related to group and interpersonal interactions in military setting. Students will have comprehensive understanding of various common mental health problem found in military context as they are currently understood. Students will also explore evidence based research finding on the advancement of military psychology and its contribution in Armed Forces.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Demonstrate an understanding of the scope and issues in military psychology.

CLO-2: Demonstrate an understanding of group morale, group cohesion, and group dynamics in military organization.

CLO-3:Demonstrate an understanding to analyse theories and models of leadership, and leadership style.

CLO-4: Identify the importance and role of military psychologist during selection procedure, follow up and training of the Armed forces.

CLO-5: Identify the various mental health problems among the military personnel.

CLO-6:Apply the knowledge of psychological concepts, theories and principles in the field of military.

CLO-7:Evaluate evidence based research finding to promoting positive interaction within the group.

CLO-8:Evaluate the various evidence-based intervention models and their use in enhancing quality of life and well-being among the military personnel.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	1	3	3
CLO2	3	3	3	3	1	2	2	1	3	3
CLO3	3	3	3	3	1	1	2	1	3	3
CLO4	3	3	3	3	2	3	3	3	3	3
CLO5	3	3	3	3	1	3	1	1	3	3
CLO6	3	3	3	3	3	2	3	2	3	3
CLO7	3	3	3	3	1	3	3	3	3	3
CLO8	3	3	3	3	2	3	2	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write ‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus:

Unit 1: Military Psychology

- 1.1 Nature and scope
- 1.2 Historical perspectives
- 1.3 Contemporary issues and emerging trends in military psychology
- 1.4 Psychology of terrorism
- 1.5 Psychological warfare
- 1.6 Crisis Interventions
- 1.7 Operational and organizational practice of psychology in Indian military services
- 1.8 Ethical issues in Military Psychology

Unit 2: Selection and training of Military Personnel

- 2.1 Psychological Assessment: Intelligence, psychomotor, spatial abilities, interest, aptitude, and personality
- 2.2 Training need analysis
- 2.3 Types and methods of training
- 2.4 Monitoring and evaluation

Unit 3: Social Factors and Leadership in Military Settings

- 3.1 Group morale, group cohesion, and group dynamics
- 3.2 Conformity, compliance
- 3.3 Interpersonal Relations and military families
- 3.4 Models and theories of leadership
- 3.5 Leadership styles
- 3.6 Leadership and subordination

Unit 4: Health in Military Organization

- 4.1 Mental Health Issues: Combat stress, depression, alcoholism, substance abuse, PTSD, and suicide
- 4.2 Coping
- 4.3 Resilience
- 4.4 Psychosocial Interventions: Social support, Relaxation, Yoga and meditation, counselling, enhancing quality of life and well-being
- 4.5 Future perspective

Textbooks

1. Gal, R. & Mangelsdroff, A.D. (1991). Handbook of Military Psychology. John Wiley & Sons
2. Bowles, S.V., & Paul T. Bartone, P.T. (2017). Handbook of Military Psychology Clinical and Organizational Practice . Springer.
3. Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology Clinical and Operational Applications. Guilford Press

References

- Anastasi, A., & Urbina, S. (2003). Psychological testing. Prentice Hall: New Delhi
- Guilford, Hall, R., & Mangelsdroff, D. (1991). Handbook of military psychology. John Wiley: USA
- Kennedy, C.H., & Zillmer, E. A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA

- Laurence, J.H. & Matthews, M.D. (2012).The Oxford Handbook of Military Psychology.
Oxford University Press
- Maheshwari, N. & Vineeth V. K.(2016).Military Psychology : Concepts, Trends and
Interventions . Sage Publications
- Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.
- Reuven, G., Adavid, M., & S Dorff, A. (1991). Handbook of Military Psychology. USA,
John Wiley Sons.
- Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY.